



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

of the "Sleeping Beauty." The story will be told to the children, they working it into a play.

FOURTH GRADE.

ROSE PHILLIPS.

History.—The work of the winter quarter has been the history of the making of the city of Chicago. In tracing the growth of the city, it was necessary to emphasize its location in relation to the surrounding country. The development of transportation and means of communication has formed an important feature of the work.

In the spring we shall consider some of the modes of public service—those functions of government by which the comfort of the people in a great city is secured. Among these are supplying water, making and illuminating streets, and building bridges.

1. Water supply: Source; means by which it is brought into our houses; relation to health of people; primitive methods of obtaining water; story of the construction of the first crib and tunnel; visit pumping station and crib.

REFERENCES: Kirkland, *History of Chicago*; Andreas, *History of Chicago*; Cleaver, *Reminiscences of Early Chicago*, p. 47; *Journal of Western Society of Engineers*, February, 1901; *Water System of Chicago* (published by J. M. Wing & Co., 1874); Mason, *Water Supply*; Hasen, *The Filtration of Public Water Supplies*.

2. Streets: Plan of city; width of streets; kinds of paving; history of street-paving; street-cleaning; stories of noted roads, as those of the Romans; visit Field Columbian Museum.

REFERENCES: Andreas, *History of Chicago*, p. 56; Bross, *History of Chicago*, pp. 48, 118, 119; Cleaver, *Reminiscences of Early Chicago*, p. 29 ("Fergus Papers"); *Shop Talk of the Wonders of the Crafts*, Second Series, pp. 176, 203, 229; Currier, *Practical Hygiene*, p. 155; Waring, "Street Cleaning in New York and Abroad," *Municipal Affairs*, Supplement, June, 1899; Campbell, "Road Construction and System of Control," *Sanitarium*, April, 1901; Shaw, "George Edward Waring," *Review of Reviews*, Vol. XVIII.

3. Illumination: Present methods; advantages of each and cost of each; history of methods of lighting; the lamplighter.

REFERENCES: Knight, *American Mechanical Dictionary*; *Municipal Engineering*; Earle, *Home Life in Colonial Days*, p. 32; *The Evolution of Artificial Light* (published by the Union Pacific Railroad, 1893—Chicago Public Library); *Municipal Affairs*.

4. Bridges: Present appearance; artistic and inartistic examples; history of the old ferries and of the methods of bridge construction; difficulty of reconciling the commerce of the river with the traffic of the city.

REFERENCES: Andreas, *History of Chicago*; Kirkland, *History of Chicago*, p. 24; Heck, *Iconographic Encyclopædia*, "Bridges;" Knight, *Mechanical Dictionary*, "Bridges;" *Universal Cyclopædia*, "Bridges;" Moffett, "The Bridge Builder" (careers

of Donger and Doring), *St. Nicholas*, Vol. XXVIII, p. 588; Woodbridge, "Bridges, Artistic and Inartistic," *Brush and Pencil*, September, 1901; Barnard, "The Brooklyn Bridge," *St. Nicholas*, Vol. X, p. 689; Stockton, "Personally Conducted," *ibid.*, Vol. XII, p. 20; Walden, "The Story of an Old Bridge," *ibid.*, Vol. XV, p. 277; Hameson, "The Evolution of the Modern Railway Bridge," *Popular Science Monthly*, Vol. XXXVI (1890), p. 461.

Nature study.—Plants: Before plants begin their growing, temperature of soil and air will be taken daily to ascertain the warmth necessary for budding and germinating. Other conditions conducive or inimical to early growth will be noted, as (a) location, sunny or shaded, sheltered or exposed; (b) soil, loose or compact, quality; (c) ground, grassy or bare, sloping or level.

1. Trees: (a) bud protection; (b) order of budding; (c) growth at end of twigs; (d) yearly additions to trunk.

2. Biennials and root-plants; (a) underground stems; (b) roots; (c) relative number; (d) date of appearance of growth; (e) depth of root; (f) time of flowering; (g) time of seeding.

3. Seedlings. (a) Noting order of appearance. (b) Determining approximately the number of seeds germinating from a given amount of (1) soil to the depth of four inches; (2) soil below four inches. (c) Placing plants at a disadvantage in regard to (1) light, (2) moisture, (3) soil, (4) air, (5) depth of planting, (6) distance of planting, (7) weeding, to note adaptations, and to give basis of comparison with plants under opposite conditions.

In the consideration of the school-garden, the children's experience, experiments, seed-catalogues, and books on gardening will be used as aids in solving the problems that arise as to its planting and care.

REFERENCES: Jackman, *Nature Study in Grammar Grades* and *Nature Study in Common Schools*; Coulter, *Plant Life*; Jordan, *Animal Life* and *Animal Forms*; Comstock, *Entomology*; Weed, *Entomology*; Apgar, *Trees of North America*; Kerner and Oliver, *Natural History of Plants*.

Geography.—I. Water supply of Chicago: Visit crib and pumping station; also where basements are being dug which reach ground water. Water tunnels; manner of construction. Springs, wells, rivers, as sources of water supply: (1) springs, formation, kinds of; (2) wells, common and artesian; modes of well-making.

II. Clothing, sources of materials: (1) Cotton; plant in school-garden; best conditions for growth; cotton culture in southern United States; picture life on cotton plantation. (2) Wool; visit Stock Yards for sheep and wool; picture life on sheep ranch; sheep-shearing and preparation of wool for cloth. (3) Silk; raise silkworm in schoolroom; best conditions for growth of silkworms; stories of silk culture in China and Japan. (4) Flax; pupils plant flax in garden; flax culture; preparation for linen.

REFERENCES: See Miss Baber's "Outline of Geography" for December.

Literature.—During the winter quarter two stories, .007 and *The Ship that Found Herself*, by Kipling, have been read. *The Adoption of Mawgli*, by

the same author, has been read and dramatized. In the spring quarter, *Viking Tales*, by Jennie Hall, and *The Story of Siegfried*, by Baldwin, will be read.

French.—The work will connect with the study of flowers and birds. A French picnic at Thatcher's Park (Oak Park) is anticipated.

Arithmetic will be essential to the work in nature study, history, and geography, and in keeping account of the expenses incurred by the children. Drawing, painting, clay-modeling, and manual training will be made use of as the study of the central subjects demands.

FIFTH GRADE.

GERTRUDE VAN HOESEN.

History.—The settlement of New York.

I. Story of Henry Hudson: (1) geography of the Hudson valley; (2) read *Rip Van Winkle*, by Washington Irving.

II. Character of the Dutch: (1) geography of Holland; (2) customs of the people; (3) read *Hans Brinker*; (4) read *Little Town of Brook*, by Washington Irving.

III. Settlement of New Netherlands: (1) establishment of trading posts; (2) New Amsterdam; its position; study maps to see its importance as a gateway to the West; (3) cause for the estates of the patroons; (4) compare with the English colonies in regard to trade, schools, and political and religious freedom; (5) story of Peter Stuyvesant; (6) change from Dutch to English rule—causes and results.

Geography.—Study of geographical conditions influencing the settlement of New York. Study of Hudson river as a type of drowned river valley. Experiment in laboratory, showing methods of formation of such river valleys. (See Miss Baber's "Outline for Fifth Grade," secs. 2 and 3.)

Civics (from Miss Rice's outline, November, 1901).—Protection: (1) Fire—appliances; stories of firemen and their work; taxation necessary for the support of the fire department; history of the methods of protection from fire; relation of fires to modes of building. (2) Police—duties; cost of maintenance; public institutions under their care; contrast soldiers at Fort Dearborn; the knight of Middle Ages; the tithing man of New England. (3) Life-saving station—duties of the crew; value to Chicago. (4) Sanitation—sewerage; garbage; board of health.

Science.—Observations in connection with the awakening of spring: (1) birds; (2) insects; (3) trees; (4) plants; (5) the change in the sun's shadow; (6) the difference in temperature; (7) the changing landscape, recorded in water-color.

In connection with study of plant life the work will naturally be divided into two related parts: (1) observation, (2) experiments to explain that observation: (a) the water relation; (b) the heat relation; (c) the light relation. Each child or group of children will be held responsible for some part of the